

## Development of Busy Book Media to Improve Elementary Second Grade Students' Understanding of Pancasila Symbols

1) Vania Gita, 2) Etri Wahyuni, 3) Hasmain Bungsu Ladiva, 4) Yesi Anita

1,2,3,4) Department of Primary School Teacher Education, Faculty of Education, State University of Padang  
Email: [vaniaagitaa1812@gmail.com](mailto:vaniaagitaa1812@gmail.com)

\*Correspondence Author: [vaniaagitaa1812@gmail.com](mailto:vaniaagitaa1812@gmail.com)

### Article Info

#### Keywords:

Busy Book,  
Pancasila Learning,  
Learning Media,  
Elementary School,  
Research and  
Development

### Informasi Artikel

#### Kata Kunci:

Busy Book,  
Pembelajaran  
Pancasila, Media  
Pembelajaran,  
Sekolah Dasar,  
Research and  
Development

### Article History

### ABSTRACT

This study was motivated by the low understanding of second-grade elementary students on Pancasila symbols and values, as well as the limited use of engaging and interactive learning media. Therefore, a *busy book* learning media was developed to improve the learning process. The aim of this study was to determine the validity, practicality, and effectiveness of the developed media. The research used a Research and Development (R&D) method with the 4D model, consisting of define, design, develop, and disseminate stages. The subjects included material experts, language experts, media experts, second-grade teachers, and students from several elementary schools in Painan Selatan and Painan Utara. Data were collected through observation, interviews, validation questionnaires, practicality questionnaires, and pretest-posttest tests. The results showed that the *busy book* media was highly valid, with scores of 96.64% from material experts, 91.17% from language experts, and 92.04% from media experts. Practicality results were 94.41% from teachers and 87.25% from students, categorized as very practical. The N-gain score was 0.68, indicating moderate effectiveness. Thus, the *busy book* is valid, practical, and moderately effective for teaching Pancasila in grade II elementary school.

### ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman siswa kelas II SD terhadap materi lambang dan nilai Pancasila serta terbatasnya media pembelajaran yang menarik dan interaktif. Oleh karena itu, dikembangkan media *busy book* untuk meningkatkan pembelajaran tersebut. Penelitian ini bertujuan untuk mengetahui validitas, kepraktisan, dan efektivitas media yang dikembangkan. Metode yang digunakan adalah Research and Development (R&D) dengan model 4D, yaitu define, design, develop, dan disseminate. Subjek penelitian terdiri dari ahli materi, ahli bahasa, ahli media, guru kelas II, serta siswa kelas II di beberapa SD wilayah Painan Selatan dan Painan Utara. Data dikumpulkan melalui observasi, wawancara, angket validasi, angket kepraktisan, serta tes pretest dan posttest. Hasil penelitian menunjukkan bahwa media *busy book* sangat valid, dengan nilai 96,64% dari ahli materi, 91,17% dari ahli bahasa, dan 92,04% dari ahli media. Kepraktisan memperoleh 94,41% dari guru dan 87,25% dari siswa dengan kategori sangat praktis. Uji efektivitas memperoleh N-gain 0,68 dengan kategori sedang. Dengan demikian, media *busy book* dinyatakan valid, praktis, dan cukup efektif untuk pembelajaran Pancasila di kelas II SD.

Received : 19/05/2026

Revised : 25/05/2026

Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Vania Gita, (2) Department of Primary School Teacher Education, (3) Universitas Negeri Padang, (4) West Sumatra, Postal Code : 25651, (5) Email: [vaniaagitaa1812@gmail.com](mailto:vaniaagitaa1812@gmail.com)

## 1. Introduction

Pancasila Education in elementary schools plays an important role in developing students' character, moral values, and national identity from an early age. Second-grade elementary school students are expected not only to recognize the symbols of Pancasila but also to understand the meaning and implementation of each principle in daily life. However, observations conducted at SDN 10 Painan Timur, SDN 08 Painan Selatan, SDN 19 Painan Selatan, and SDN 13 Painan revealed that students' understanding of Pancasila symbols and practices remained low. Learning activities were still dominated by lecture methods and textbook-based instruction, resulting in limited student participation and low learning motivation. Most students experienced difficulties in connecting Pancasila values with real-life behavior, and many students failed to achieve the minimum learning mastery criteria. Previous studies have shown that interactive learning media, particularly busy books, can improve students' motivation, participation, and learning outcomes in elementary education. Research conducted by Rani et al. (2024) demonstrated that busy book media effectively improved students' achievement in Pancasila learning, while other studies also reported that busy books increased conceptual understanding through activity-based learning [1]. Nevertheless, previous studies mainly focused on general thematic subjects or higher-grade students and rarely addressed the material of Pancasila symbols and practices for second-grade elementary students. Therefore, there is still a research gap regarding the development of interactive and concrete learning media specifically designed for Pancasila learning at the lower elementary level [2]. The novelty of this study lies in the development of a busy book specifically designed for second-grade elementary students focusing on Pancasila symbols and practices through interactive activities adapted to students' cognitive characteristics [3]. This study aims to determine the validity, practicality, and effectiveness of busy book media in improving second-grade elementary students' understanding of Pancasila symbols and practices in IV Jurai District elementary schools.

## 2. Method

### 1.1. Research Design

This study employed Research and Development (R&D) as the research design. The study used the 4D development model consisting of four stages: define, design, develop, and disseminate, proposed by Thiagarajan (2019) [4]. The define stage was conducted to identify students' needs and learning problems related to Pancasila learning. The design stage focused on designing the busy book media and learning activities. The develop stage included product validation, revision, and product testing involving experts, teachers, and students. The disseminate stage was carried out to introduce

and implement the final product in elementary school learning. The 4D development model was adapted into four phases, namely defining, designing, developing, and disseminating, to produce an interactive busy book media suitable for second-grade elementary school students.

### 1.2. Data Collection Methods

Data collection in this study was conducted systematically at each stage of the 4D development model to obtain valid and reliable data regarding the validity [5], practicality, and effectiveness of the busy book learning media. The data collection techniques used in this study included observation, interviews, questionnaires, documentation, and learning outcome tests.

#### 1.2.1. Observation

Observation was conducted during the preliminary study stage to identify learning conditions, student characteristics, and problems encountered in Pancasila learning in second-grade elementary schools [6]. Observations focused on students' participation, learning motivation, teaching methods used by teachers, and the use of instructional media during the learning process.

#### 1.2.2. Interview

Interviews were conducted with second-grade teachers to obtain information regarding students' understanding of Pancasila symbols and practices, learning difficulties, media needs, and classroom learning conditions [7]. The interviews were semi-structured to allow researchers to explore information more deeply according to the research objectives.

#### 1.2.3. Validation Questionnaire

Validation questionnaires were given to subject matter experts, language experts, and media experts to evaluate the suitability and feasibility of the developed busy book learning media. [8][9]. The questionnaire covered several aspects, including content relevance, language clarity, presentation quality, visual design, and media usability. The validation results served as a reference for revising and refining the product.

#### 1.2.4. Practicality Questionnaire

Practicality questionnaires were distributed to teachers and students after the implementation of the busy book media. This instrument aimed to determine the practicality level of the media in terms of ease of use, attractiveness, efficiency, and students' responses during the learning process [10].

#### 1.2.5. Learning Outcome Test

Learning outcome tests were conducted through pretest

and posttest activities to measure students' understanding before and after using the busy book media. The test results were analyzed using the N-gain formula to determine the effectiveness of the developed media in improving students' understanding of Pancasila symbols and practices [11].

#### **1.2.6. Documentation**

Documentation techniques were used to collect supporting data related to the research process, including photos of learning activities, student assessment results, validation sheets, and other supporting documents related to the development of the busy book media [12].

#### *1.3. Variables and Operational Definitions*

The variables in this study consisted of the busy book learning media, students' understanding of Pancasila, media feasibility, and media practicality [13][14]. The busy book on Pancasila symbols and practices was operationally defined as an interactive learning media in the form of a fabric-based activity book containing materials on Pancasila symbols and examples of Pancasila values implementation designed according to the characteristics of second-grade elementary school students using the 4D development model and aligned with the Merdeka Curriculum. The indicators included material suitability with learning outcomes, clarity of Pancasila concepts, attractiveness of design and colors, language clarity, ease of use, and media safety. Students' understanding of Pancasila referred to students' ability to recognize Pancasila symbols, understand the meaning of each principle, and explain examples of Pancasila practices in daily life after using the busy book media. The indicators included mentioning the five principles of Pancasila, identifying Pancasila symbols, explaining the meaning of each principle, and providing examples of Pancasila implementation in everyday life. Media feasibility referred to the appropriateness of the busy book learning media based on expert evaluations covering content quality, learning objective suitability, media appearance, clarity of instructions, and alignment with the Merdeka Curriculum. Meanwhile, media practicality referred to the ease of use of the busy book by teachers and students during the learning process, including ease of use, students' interest, learning time efficiency, and clarity of usage instructions.

#### *1.4. Product Trial*

Product testing was conducted to obtain data used to determine the validity, practicality, and effectiveness of the developed product. The testing aimed to identify whether the Busy Book on Pancasila Symbols and Practices was appropriate for use as a learning medium for second-grade elementary school students and to obtain feedback for product

improvement. The product testing in this study was carried out through two stages, namely small-group testing and field testing. These stages were implemented gradually according to the data needed to improve the product. The testing design used in this study was a descriptive design aimed at describing the level of validity, practicality, and effectiveness of the busy book based on expert assessments and user responses. This design was selected because development research emphasizes product improvement and refinement rather than hypothesis testing

#### *1.5. Research Subjects*

The subjects of this development research were second-grade students of SDN 08 Painan Selatan. The students were involved in practicality and effectiveness testing of the busy book learning media on Pancasila symbols and practices. Product testing was conducted during the implementation stage to obtain evaluation data related to the quality and implementation of the learning media in classroom activities. The selection of research subjects was based on several considerations, including the suitability of school conditions with the research objectives, the willingness of teachers and schools to implement learning media innovation, the absence of similar busy book media development in the school, and the accessibility of the research location for the researcher.

#### *1.6. Types of Data*

This study used primary data obtained directly from the field. The first type of data was validation data obtained from expert assessments conducted by university lecturers with expertise in material, media, and language aspects. The second type of data was practicality data obtained from teacher and student response questionnaires to evaluate the practicality level of the developed busy book media [15].

#### *1.7. Research Instruments*

The instruments used in this study were designed to collect data required to answer the research objectives and research questions [16].

#### *1.8. Validation Instrument*

The validation instrument consisted of evaluation sheets used to assess the validity of the developed busy book learning media. The instrument focused on three main aspects, namely material validation, media validation, and language validation. Material validation assessed the appropriateness of content and learning objectives, media validation evaluated layout, color selection, image placement, and media appearance, while language validation focused on language clarity and suitability

for second-grade elementary school students.

### 1.9. Practicality Instrument

The practicality instrument was used to collect data related to the practicality level of the developed learning media. The instruments included student response questionnaires and teacher response questionnaires. Student questionnaires were distributed after the learning process to identify students' responses toward the use of the busy book media, while teacher questionnaires were used to evaluate the ease of use, attractiveness, and implementation of the media during classroom learning activities [17].

### 1.10. Effectiveness Instrument

The effectiveness instrument used learning outcome tests aimed at determining the improvement of students' understanding and evaluating the effectiveness of the busy book media in learning Pancasila symbols and practices. Students were given several questions designed to measure their understanding of Pancasila symbols, meanings, and practices. The test results were used to determine the effectiveness of the developed media in improving students' learning outcomes

### 1.11. Data Analysis Technique

#### 1.11.1. Validity Analysis

The validity analysis was conducted to determine the validity level of the developed learning media using quantitative descriptive analysis [18]. The data were analyzed using the mean formula:

$$Mean = \frac{\sum x}{N} \quad (1)$$

Where:

M : Mean score

$\sum X$ : Total score obtained

N:Total number of items

The quantitative data were then converted into qualitative categories using a five-scale interpretation based on Table 1 as follows.:

**Table 1** Interval of Busy Book Validation Assessment

Interval	Criteria
4.22 – 5.00	Very Valid
3.41 – 4.21	Valid
2.61 – 3.40	Fairly Valid
1.80 – 2.60	Less Valid
1.00 – 1.79	Invalid

#### 1.11.2. Practicality and Effectiveness Analysis

Practicality and effectiveness analyses were conducted to determine whether the developed media was practical and effective for learning activities [18]. The data were analyzed using the mean formula:

$$Mean = \frac{\sum x}{N} \quad (2)$$

Where:

M : Mean score

$\sum X$ : Total score obtained

N:Total number of items

The results were interpreted using the following criteria as shown in Table 2 below :

**Table 2** Interval of Busy Book Effectiveness Assessment

Interval	Criteria
4.22 – 5.00	Very Effective
3.41 – 4.21	Effective
2.61 – 3.40	Fairly Effective
1.80 – 2.60	Less Effective
1.00 – 1.79	Ineffective

#### 1.11.3. Students' Understanding Analysis

Students' understanding analysis was conducted to determine the improvement of students' understanding after using the busy book media [19]. The analysis used the N-gain formula based on pretest and posttest results:

$$g = \frac{\text{posttest Score} - \text{pretest Score}}{\text{ideal Score} - \text{pretest Score}} \quad (3)$$

The N-gain results were interpreted using the following categories as shown in Table 3 below.

**Table 3** Student Understanding Interval

N-gain Score	Interpretation
$-1.00 \leq g < 0.00$	Decrease
$g = 0.00$	No Improvement
$0.00 < g < 0.30$	Low
$0.30 \leq g < 0.70$	Moderate
$0.70 \leq g < 1.00$	High

## 3. Result and Discussion

### 3.1. Result

#### 3.1.1. Define Stage

The define stage included front-end analysis, learner analysis, and task analysis to identify the needs for developing the busy book media. Observations, journal reviews, and interviews conducted at SDN 10 Painan Timur, SDN 08 Painan Selatan, SDN 19 Painan Selatan, and SDN 13 Painan revealed that Pancasila learning was still dominated by lecture methods

and textbook use, causing students to become passive, less enthusiastic, and easily bored during learning activities. Learning outcomes at SDN 08 Painan Selatan showed that only 6 out of 22 students (27.2%) achieved mastery learning, while most students still had difficulties recognizing Pancasila symbols, memorizing the sequence of the principles, understanding their meanings, and relating them to daily behavior. Since second-grade students are in the concrete operational stage, they showed greater interest in colorful visual media, games, and direct learning activities. Based on these findings, the tasks developed in the busy book focused on arranging the sequence of Pancasila principles, matching symbols with principles, recognizing symbols through visual activities, identifying behaviors that reflect Pancasila values, and answering simple questions related to Pancasila practices. Therefore, the busy book media was developed to provide a more interactive, concrete, and enjoyable learning experience for students.

### 3.1.2. Design Stage

The learning media selected in this study was a busy book. A busy book is an interactive learning media in the form of an activity book containing educational games and simple tasks that can be directly performed by students. The selection of the busy book was based on its suitability for Pancasila Education materials. Topics such as Pancasila symbols, the principles of Pancasila, religious diversity, cultural diversity, deliberation, and justice are appropriate to be presented through interactive media because students can directly observe the symbols and relate them to real-life activities.

The busy book was designed using the Canva application to create a neat, attractive, and modern appearance. After the design process was completed, the media was printed on colored photo paper. The busy book was produced in a 20 × 20 cm size to make it easy for second-grade elementary school students to carry, open, and use. The format of the busy book was designed as a practical activity book in which each page contained different materials and games based on the learning indicators of Pancasila Education.

Figure 1 presents the front cover, which was designed attractively to increase students' interest and enthusiasm before learning activities.

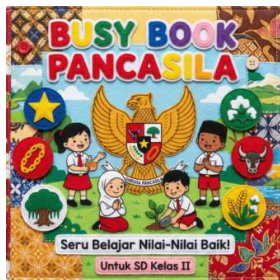


Figure 1 Cover

Figure 2 shows the "Quick Memorization" activity, where students spin a number wheel representing the sequence of the five principles of Pancasila and mention the corresponding principle based on the selected number.



Figure 2 Activity 1 "Quick Memorization"

Figure 3 presents the "Arrange Me" activity, in which students arrange picture pieces according to their shapes, colors, and positions.

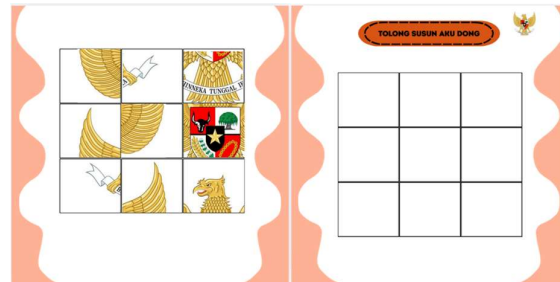


Figure 3 Activity 2 "Arrange Me"

Figure 4 shows the "Cultural Diversity" activity, where students place pictures or names of traditional dances onto the Indonesian map according to their regions of origin.



Figure 4 Activity 3 "Cultural Diversity"

These activities were designed to provide interactive, concrete, and enjoyable learning experiences for students.

### 3.1.3. Develop Stage

The busy book learning media was evaluated by three experts, namely a material expert, a language expert, and a media expert, to assess the appropriateness of the developed product. The evaluation from the material expert emphasized the alignment of the content with learning outcomes, the clarity of the instructional objectives, and the correctness of the Pancasila materials presented. The material validation result

obtained a percentage of 96.64%, which was categorized as very valid. The language expert assessment covered text readability, communicative language use, sentence structure, and the suitability of the language with elementary school students' characteristics. The language validation result obtained a percentage of 91.17%, categorized as very valid. Meanwhile, the media expert assessment evaluated the visual appearance, design, layout, image quality, color composition,

and ease of use of the media. The media validation result obtained a percentage of 92.04%, which was also categorized as very valid. Overall, the validation results from all experts indicated that the busy book was feasible and appropriate for use as a learning media for Pancasila symbols and implementation materials. A summary of the expert validation results is presented in Table 4.

**Table 4** Validation Results Table

No	Validator	Assessment Aspects	Obtained Score	Maximum Score	Persentase	Category
1	Material Expert	Content feasibility, learning objectives, and material relevance	53	60	88,33%	<b>Very Valid</b>
2	Language Expert	Text readability and language usage	28	32	87,50%	<b>Very Valid</b>
3	Media Expert	Presentation, visual communication, design, and layout	81	92	88,04%	<b>Very Valid</b>
<b>Total</b>			<b>162</b>	<b>184</b>	<b>87,95%</b>	<b>Very Valid</b>

The practicality test of the busy book learning media involved teachers and second-grade elementary school students from three schools. Based on the teacher response questionnaire, the busy book obtained a practicality percentage of 94.41%, which was categorized as very practical. Teachers stated that the media was easy to use, helped deliver learning materials effectively, and increased students' interest during classroom activities. Meanwhile, the student practicality test obtained a percentage of 87.25%, which was also categorized as very practical. Students considered the busy book attractive, interactive, and easy to understand because it provided colorful illustrations and educational games that supported learning activities. These results indicate that the busy book is practical and suitable for use in Pancasila learning for elementary school students. The summary of the practicality test results is presented in Table 5.

**Table 5** Practicality Results Table

Aspect	Participants	Average Score	Percentage	Category
Practicality Test	Teachers	22.66	94.41%	<b>Very Practical</b>
Practicality Test	Students	20.94	87.25%	<b>Very Practical</b>

The effectiveness test was conducted through pretest and posttest activities to measure the improvement in students' understanding after using the busy book learning media. The overall average pretest score was 61.59, while the posttest average increased to 74.22. Based on the N-gain calculation, the obtained score was 0.68, which was categorized as moderate. These findings indicate that the busy book was sufficiently effective in improving students' understanding of Pancasila symbols and the implementation of Pancasila values.

The interactive activities, colorful illustrations, and educational games included in the busy book helped students become more active and enthusiastic during the learning process. Therefore, the busy book can be used as an alternative learning media to support Pancasila education in elementary schools. The summary of the effectiveness test results is presented in Table 6.

**Table 6** Effectiveness Results Table

School	Pretest Average	Posttest Average
SDN 08 Painan Selatan	47.27	<b>74.54</b>
SDN 19 Painan Selatan	69.37	<b>71.87</b>
SDN 13 Painan Utara	68.12	<b>76.25</b>
Overall Average Score	61.59	<b>74.22</b> <b>0,68</b>

### 3.1.4. Dissemination Stage

The dissemination stage is the final phase in the development research of the busy book learning media on Pancasila symbols and implementation. This stage was conducted after the product was declared feasible based on the results of validity, practicality, and effectiveness testing. The validation results showed that the busy book obtained a score of 96.64% from the material expert (very valid), 91.17% from the language expert (very valid), and 92.04% from the media expert (very valid). These results indicate that the busy book meets the feasibility criteria in terms of content, language, and media design, making it appropriate for use in elementary school learning.

In addition, the practicality test results showed that the busy book was highly practical for classroom use. The teacher practicality score reached 94.41% (very practical), while the

student practicality score reached 87.25% (very practical). These findings indicate that the busy book is easy to use, attractive, and helpful for both teachers and students in the learning process. The media also encourages more active and enjoyable learning activities because students are directly involved in various interactive tasks within the busy book.

Furthermore, the effectiveness test using the N-gain score resulted in a value of 0.68, which is categorized as moderate. This indicates that the use of the busy book can improve students' understanding of Pancasila symbols and values implementation. Based on these findings, the busy book is considered effective enough to be used in learning activities. Therefore, the product was disseminated to teachers and schools as an alternative learning media for classroom instruction.

The dissemination process was carried out by introducing the busy book to classroom teachers and explaining how to use it in teaching activities. Teachers responded positively, stating that the media is attractive, easy to apply, and capable of increasing students' learning motivation. Thus, the busy book is considered suitable for wider implementation in elementary schools to support more effective, interactive, and enjoyable learning processes.

### 3.2. Discussion of the Research

The final output of this development research is a busy book learning medium designed for Pancasila education, specifically focusing on the symbols and application of Pancasila values for second-grade elementary school students. This media was created to support teachers in presenting learning materials more effectively, while also helping students grasp concepts in a more concrete, interactive, and meaningful manner.

This developed busy book can be categorized as an effective instructional medium because it meets several important criteria of learning media. First, the content is relevant to the Pancasila curriculum and is adjusted to the cognitive development level and everyday experiences of students, making the material easier to understand. Second, the media is interactive and attractive since it encourages students to participate in hands-on activities such as matching, arranging symbols, and learning through play. These activities help increase students' motivation and reduce boredom during the learning process.

In addition, the busy book is designed with simple instructions and a clear layout, making it easy to use by both teachers and students either independently or with guidance. It also provides a variety of learning components such as images, colors, text, and educational games that enrich the learning experience and improve comprehension. The media is flexible because it can be used in both individual and group learning settings and can be adapted to different student abilities and

classroom conditions. Furthermore, it provides opportunities for feedback and evaluation, allowing teachers to directly observe student understanding through learning activities embedded in the media. The learning content is also connected to real-life situations, particularly in applying Pancasila values in daily behavior, making learning more meaningful.

Moreover, the development of this busy book is research-based, following R&D procedures and validated by experts, resulting in a very valid and very practical category, with an N-gain score of 0.68 indicating moderate effectiveness. Finally, the media is highly flexible because it is portable and can be used both in classroom learning and independent study at home with teacher or parental guidance. Overall, the busy book is proven to be a practical, effective, and appropriate learning media to support the teaching and learning process of Pancasila education in elementary schools.

## 4. Conclusion

Based on the findings from the research and development of the busy book learning media on Pancasila symbols and the application of Pancasila values for second-grade elementary school students, it can be concluded that the product developed meets the criteria of good quality in terms of validity, practicality, and effectiveness. From the aspect of validity, the media achieved a score of 96.64% from material experts, 91.17% from language experts, and 92.04% from media experts. All of these scores fall within the "very valid" category (81%–100%), indicating that the content, language, and design of the media are appropriate and well-developed. In terms of practicality, the media obtained a score of 94.41% from teachers and 87.25% from students, both of which are categorized as very practical. This suggests that the busy book is easy to use and can be effectively applied by both teachers and students during classroom learning activities.

Regarding effectiveness, the N-gain score reached 0.68, which is classified as a medium category. This result shows that the use of the busy book media can enhance students' understanding of Pancasila material after the learning process. Overall, the busy book media can be considered valid, practical, and moderately effective, making it suitable to be used as an alternative instructional media for teaching Pancasila education in elementary schools.

## References

- [1] D. Rani, E. Tambunan, A. Gandamana, W. Lubis, and W. M. Siregar, "Pengembangan Media Pembelajaran Busy Book pada Mata Pelajaran Pendidikan Pancasila Materi Aturan dalam Keluarga Kelas III SD Negeri 107400 Bandar Khalipah," *J. Pendidik. Tambusa*, vol. 8, no. 3, pp. 40698–40708, 2024.
- [2] E. A. Handika, "Busy Book Media Improves Fine Motor Skills in Early Childhood: Buku Aktivitas

- Interaktif Meningkatkan Keterampilan Motorik Halus pada Anak Usia Dini,” *Indones. J. Educ. Methods Dev.*, vol. 20, no. 3, pp. 1–10, 2025, doi: 10.21070/ijemd.v20i3.932.
- [3] W. Nazara and I. M. Tegeh, “Busy Book Media Based on a Contextual Approach in Improving Fine Motor Skills in Early Childhood,” *J. Pendidik. Anak Usia Dini Undiksha*, vol. 11, pp. 220–228, 2023, doi: <https://doi.org/10.23887/paud.v11i2.64154>.
- [4] Thiagarajan, “instructional development for training teachers of exceptional children A sourcebook,” no. Mc, 2019.
- [5] Q. F. Fitriyah, S. Purnama, Y. Febrianta, and H. Aziz, “Pengembangan Media Busy Book dalam Pembelajaran Motorik Halus Anak Usia 4-5 Tahun,” *J. Pendidik. Anak Usia Dini*, vol. 6, no. 2, pp. 719–727, 2022, doi: 10.31004/obsesi.v6i2.789.
- [6] T. Febrisia, “Pengembangan Busy Book untuk Meningkatkan Kemampuan Berhitung pada Anak Usia Dini,” *J. Pendidik. Anak Usia Dini*, vol. 7, no. 4, pp. 4741–4751, 2023, doi: 10.31004/obsesi.v7i4.4837.
- [7] A. D. Syndrome, “TERAPI SENSORI INTEGRASI UNTUK ANAK DOWNSYNDROME,” vol. 5, no. 2, pp. 162–170, 2021, doi: <https://doi.org/10.33222/pelitapaud.v5i2.1210>.
- [8] S. Pendididkan, I. Anak, U. Dini, I. Tuban, A. Pesatnya, and K. Kunci, “Busy Book sebagai Media Pembelajaran yang Menarik dan Menyenangkan pada Anak Usia Dini di Era Society 5 . 0,” *J. Pendidik. Islam Anak Usia Dini Al-Amin*, vol. 3, no. 1, pp. 59–66, 2025.
- [9] U. Dini, M. Media, and P. Busy, “Upaya meningkatkan kemampuan mengenal angka pada anak usia dini melalui media pembelajaran busy book,” *J. Early Child. Incl. Educ.*, vol. 7, pp. 299–304, 2024, doi: 10.31537/jecie.v7i2.1308.
- [10] S. Bina, B. Getsempena, and Z. Al Fuad, “THE DEVELOPING OF BUSY BOOK MEDIA FOR LEARNING PROCESS : IMPLEMENTING STUDY IN PRIMARY SCHOOL,” *J. Ilm. Teunuleh*, vol. 3, pp. 327–336, 2022.
- [11] S. N. Rika Pristian Fitri Astuti , Chyntia Heru Woro Prastiwi, Neneng Rika Jazilatul Kholidah, Fifi Zuhriah, “Busy book as a means to build multiliteracies for children at TBM Smart Friends,” *COMMUNITY Empower.*, vol. 7, no. 12, pp. 2066–2072, 2022, doi: <https://doi.org/10.31603/ce.7848>.
- [12] Q. F. Fitriyah, S. Purnama, Y. Febrianta, and H. Aziz, “Pengembangan Media Busy Book dalam Pembelajaran Motorik Halus Anak Usia 4-5 Tahun,” *nal Pendidik. Anak Usia Dini*, vol. 6, no. 2, pp. 719–727, 2022, doi: 10.31004/obsesi.v6i2.789.
- [13] A. Safuf, U. Pendidikan, and M. Sorong, “Busy Book Media and Vocabulary Mastery : An Experimental Study with Fifth Graders in Rural Area,” *J. Lang. Teach. Lit.*, vol. 4, no. 1, pp. 40–50, 2025, [Online]. Available: <https://tekilaojs.com/index.php/jltl>.
- [14] N. Sanjaya and A. Wirman, “Peningkatan Kemampuan Motorik Halus Anak Usia 4 - 5 Tahun Melalui Media Busy Book di PAUD Al - Hidayah Kota Sawahlunto Pendidikan Guru Pendidikan Anak Usia Dini , Universitas Negeri Padang,” *J. Pendidik. Tambusai*, vol. 9, pp. 2691–2704, 2025.
- [15] W. A. Sandya, A. N. Ismiatun, and U. Jambi, “PENGARUH MEDIA BUSY BOOK TERHADAP LITERASI KESEHATAN ANAK USIA 5-6 TAHUN DI TK PURI MASURAI,” *J. Pendidik. Anak Usia Dini* 6, vol. 6, no. 2, pp. 221–232, 2025, doi: <https://doi.org/10.53515/cej.v6i1>.
- [16] M. Magta, C. Labore, and A. Christiani, “PENGARUH MEDIA BUSY BOOK TERHADAP KEMAMPUAN PROBLEM SOLVING ANAK KELOMPOK A TAMAN KANAK-KANAK,” *J. Mimb. Ilmu*, vol. 24, no. 2, pp. 185–193, 2019.
- [17] I. Damayanti, H. Sofyan, and U. Hasni, “Pengembangan Media Busy Book Sebagai Media Pembelajaran Karakter Peduli Lingkungan Pada Anak Usia 5-6 Tahun,” *J. Soc. Sci. Res.*, vol. 3, pp. 8243–8254, 2023.
- [18] A. Rita, “Pengembangan Media Pembelajaran Busy Book untuk Meningkatkan Berpikir Simbolik,” *J. Early Child. ISSN*, vol. 9, no. 1, pp. 289–298, 2026, doi: 10.31004/aulad.v9i1.1499.
- [19] N. Ifyati and S. F. S. , Mohammad Syahri, “BUSY BOOK MEDIA DEVELOPMENT TO STIMULATE LITERACY AND NUMERACY DEVELOPMENT ASPECTS EARLY CHILDHOOD,” *J. Jur. PGMI p-ISSN*, vol. 17, no. 3, pp. 594–604, 2025.

